Journalism Training Beyond Journalism Schools

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Abstract
The need for journalism educators to critically reflect on social, economic, and technological global changes has been on the agenda since the early 2000s. In this era of disruption, digitalization offers new possibilities by using the internet, its platforms, and its ability to create new forms of training. This piece presents ways in which a new journalism education model can be implemented to better train student journalists.

Keywords
digitalization, global journalism education, hybrid educator, journalism training

Similar to the journalism industry worldwide, journalism education is experiencing an era of disruption. The need for journalism educators to update and redefine their teaching methods was recognized as early as the 1980s (Adam, 1989). Critical reflection on social, economic, and technological global changes has gained steam in journalism education circles since the early 2000s (Deuze, 2001; Holm, 2002). Today, while the demands on journalism schools to better prepare students for this disruption are growing, resources are shrinking: Schools have less money, less time, and consequently fewer faculty. Although this reality is affecting journalism education, digitalization offers new possibilities to overcome such trends by using the internet, its platforms, and its ability to create new forms of training and to offer access to global resources. This includes making it easier to find colleagues from other media organizations, universities, and/or countries to facilitate peer-to-peer training, exchange knowledge, and offer new learning opportunities (Stark, 2019).

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This piece begins with the analysis of the work by Choudary (2014), who argues that the focus of companies and organizations (such as journalism schools) has to shift from the "stuff" approach (offering products, such as classes and the content produced in those classes) and the "optimization" approach (increasing efficiency) to the "platform" approach (solving customer problems). Choudary summarizes these three approaches as follows:

1. The "stuff" approach: This is the industrial age approach of solving customer problems—to set up factories and build more stuff (see also Rogers, 2016). For journalism education, this could mean setting up new schools to train more journalists.
2. The "optimization" approach: This approach assesses the help of algorithms in the optimal distribution of content. For journalism education, this could mean using blended learning techniques to make better use of qualified staff.
3. The "platform" approach: This approach uncovers new sources of supply and enables schools to offer more without hiring more staff. For journalism education, this could mean redefining ways to access and receive education with the help of the internet. Digitalized environments can offer almost limitless possibilities for cocreation and coworking between schools and the industry and schools and society. R. Berger and Woodfall (2012) and Wolfe (2014) recently examined this approach, based on the argument that the internet has much more to offer than just disseminating selected content in a more efficient way. However, the development of truly far-reaching, transformative journalism education platforms and/or services has so far progressed at a slow pace.

The possibilities of and necessity for cocreation and coworking are changing journalism education. As G. Berger and Foote (2017) argue (see also Deuze, 2008; Deuze, 2017),

> universities are entering a time when hybrid solutions are demanded. They can certainly no longer operate under the assumption that they are the kings of all journalism education content and practice. Yet, there is no need for them to step aside from the majority of their domain. (p. 261)

In other words, the role of journalism education remains significant, although it needs to be reexamined based on the demands of the hybrid media environment.

Technology and digitalization offer possibilities for redesigning journalism and, therefore, journalism education. Although the latest technological innovations have introduced some significant changes, the essential flow of journalism education has not changed significantly in response to this "epochal transformation" (Mensing, 2010). As Doherty (2018) showed, if we take journalism's deep craft—social responsibility, the public interest—and combine it with emerging technology, new concepts will emerge; however, journalism educators cannot confine themselves only to adapting technology to existing practices and vice versa, but will, additionally, need to create synergies and encourage proactive practices. Moreover, the distinct features of the
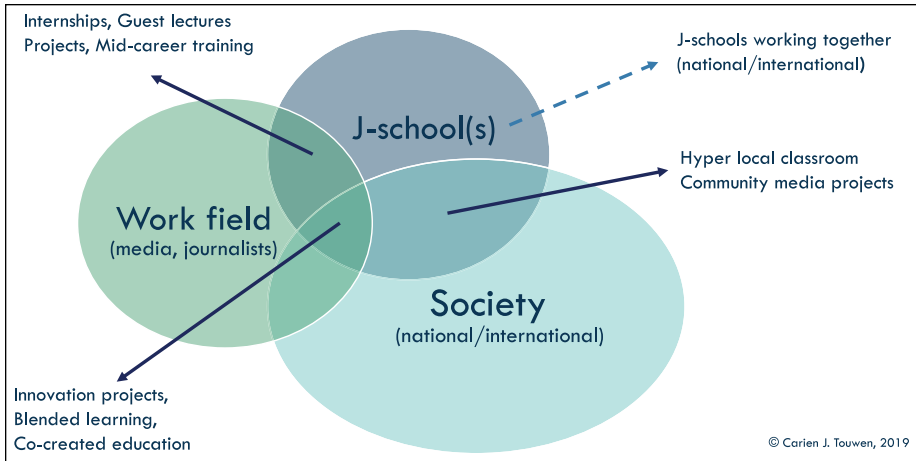
Figure 1. Journalism education: Cooperation and cocreation.

new generation of journalism students need to be taken into consideration (St Clair, 2015) because—as postmillennials and members of the so-called "Generation Z"— they tend to be quite familiar with interactive educational and informational tools and applications (Photiou & Maniou, 2019).

From this perspective, experiential learning seems to be a suitable pedagogical approach, and it is increasingly used in journalism curricula (G. Berger & Foote, 2017). It is based on the following key characteristics (Kolb, 1984):

- Concrete experience,
- Observation of and reflection on that experience,
- Formation of abstract concepts based on the reflection,
- Applying and testing the new concepts.

Based on the syndicate discussions and the above-mentioned developments, there seems to be a growing need for a Journalism 2.0 educational model, based on the benefits digitalization has to offer in an era of increased public awareness and interaction. This era is mainly characterized by a variety of technological tools journalists can embed into their professional practice to make their work more accessible to their audiences (Veglis & Maniou, 2019).

To adequately train journalism students for this new reality, education has to move its focus from teaching to learning. The main challenge is to bring the real world of journalism work to students', lecturers', and journalism schools' learning environment. As Figure 1 shows, cooperation and cocreation are the main keys in this procedure and can be achieved through national/international collaborations of journalism schools, community media projects, internships, guest lecture projects, and the implementation of blended learning techniques.

To achieve a Journalism 2.0 education, journalism educators have to take several challenges into consideration:

- The issue of who "owns" journalism education in an era when other players can influence who has access to what kind of resources (e.g., Google's algorithms),
- The use of technology to facilitate learning,
- The fact that educators will have to radically change their self-perception to adapt to the hybrid media era,
- The fact that educators first need to educate themselves before they can educate their students,
- The role of the educator inside and outside the classroom,
- The role of fieldwork and society inside the classroom,
- Keeping up with technological advancements in real time.

All the above enhance the need for a new Journalism Educator 2.0. The fundamental characteristics of this new educator are those of colearning and exchanging knowledge with students and moving away from instructing them in the "right" path and/or trying to drive students' work in a specific direction.

Keeping all this in mind, this syndicate's top five recommendations for forming the model of the new Journalism Educator 2.0 are as follows:

1. Design a set of indicators that meet the identity and competencies of Journalism Educator 2.0, operating an "all-learning" environment that truly appreciates the advantages of digitalization.
2. Make sure all faculty members (and staff) understand and incorporate the need and goal of this educational and organizational change.
3. Assess the education team's digital competencies, skills, and strengths and offer educational opportunities for those who need more training.
4. Set up a toolkit for a learning environment, characterized by technology, experiential pedagogy, and modern teaching methods.
5. Establish routines and processes that help sustain and further develop an "all-learning" journalism school, using the previously introduced logic of the experiential learning cycle (see Figure 2) in an environment of cocreating and coworking with one another, society, and the media world/environment.

Conclusion

Traditionally, the role of a journalist was to find information, shape it into an accurate story, and transmit it as quickly as possible to a mass audience via a mass medium. Today, however, breaking news is no longer the province of professional journalists. Traditional media are declining in influence, and news is easily personalized (Mensing, 2010). As such, journalistic roles and performances need to readjust in the current informational environment, and, consequently, journalism education needs to adhere
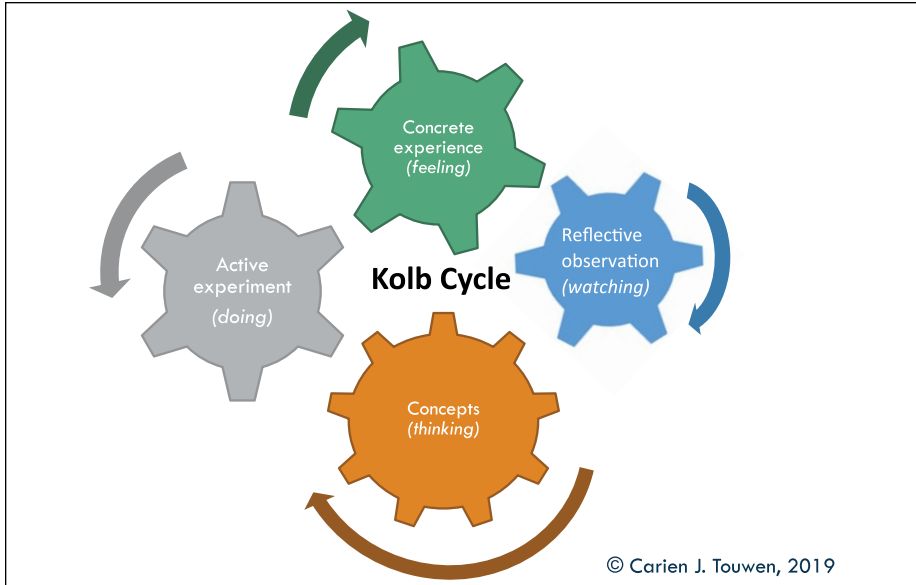
Figure 2. Depiction of Kolb's experiential learning cycle (Touwen, 2019).

to new modes of journalism. In this environment, the future journalism educator needs to reconsider his or her role so as to become Journalism Educator 2.0 and embrace all the new challenges and opportunities.

Authors' Note

Declaration of Conflicting Interests

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